Beaumont Independent School District

Charlton Pollard Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Charlton - Pollard Elementary School is to create and establish a learning environment whereby students can reach their maximum potential.

Vision

One Team, One Dream, Excellence for All!

Value Statement

DREAM, PLAN, ACHIEVE

The Campus Improvement Plan is a living, working document based upon the needs of Charlton-Pollard Elementary, this document can/will be modified as needed, throughout the school year.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Charlton-Pollard Elementary School seeks to create and establish a learning environment whereby our students' learning opportunities will be maximized, and all learners will be developed with the necessary skills to achieve sustainable success in the 21st Century. Charlton-Pollard will successfully fulfill its mission through strong academics, parental involvement, and character training.

Charlton-Pollard conducted a comprehensive needs assessment during the spring of 2024. Data were analyzed in the following areas: 1) Demographics, 2) Student Academic Achievement, 3) School Processes and Programs, and 4) Perceptions.

Data sources analyzed included Texas Academic Performance Reports (TAPR), 2024 STAAR Results, System Safeguards, Performance-Based Monitoring Analysis System (PBMAS), Public Education Information Management System (PEIMS), and survey results.

Charlton-Pollard serves students from pre-kindergarten to Fifth Grade. The Public Information Management System reflects our student enrollment as 511 students. Our current and projected future numbers are projected to remain relatively around the same enrollment. Our school has the following ethnic distribution:

Ethnicity	Number	Percentage
African – American	338	64.26%
Hispanic	152	28.90%
Two or More Races	11	2.09%
Asian	6	1.14%
White	8	1.52%
American Indian/Alaska Native	1	0.19%

Our campus is very diverse in that we have several ethnic groups represented. We will continue to focus on Cultural Diversity Training.

Our school has the following special classifications:

Special Classification	Number	Percentage
Economically Disadvantaged	522	99.24%
Special Education	43	10.08%

Special Classification	Number	Percentage
English Language Learners	113	21.48%
Gifted/Talented (GTO)	10	1.90%
At-Risk	281	53.42%

Attendance Rates for the Past Five Years

School Year	Attendance Rate
2022-2023	91.6%
2021-2022	88.2%
2020-2021	96.1%
2019-2020	95..9%
2018-2019	95.2%

Student Discipline Summary

Total Number of Discipline Incidents resulting in office referral by Grade Level 08/14/23 - 5/24/24		ISS Days	OSS Days
Pre-Kindergarten	0	0	0
Kindergarten	1	1	0
1st Grade	5	4	0
2nd Grade	11	5	0
3rd Grade	12	8	4
4th Grade	16	3	27
5th Grade	8	3	29

Demographics Strengths

- Diverse student population

- Attendance is monitored and reported through unofficial attendance counts, official attendance records, campus newsletters, and parent phone contact and correspondence.
- Watchdog letters are distributed to students that have an excessive number of absences
- Student individual attendance intervention forms are created and interventions to improve attendance is documented.
- Attendance meetings with individual families are scheduled with parents and administration as absenteeism increases.
- Attendance incentives are given during the year.
- SEL Training and Implementation is campus-wide

Problem Statements Identifying Demographics Needs

Problem Statement 1: Less than 2% of the staff are certified ESL teachers or dual language speakers to address growing Hispanic population   **Root Cause:** Lack of certified ESL teachers in the classroom and dual language staff .

Student Learning

Student Learning Summary

Charlton-Pollard will continue exploring new and inventive ways to utilize resources that will foster student success. The requirements for accelerated instruction at Charlton-Pollard are being addressed with fidelity. Charlton-Pollard was afforded the opportunity to have 3 retired/rehired teachers who provided small group instruction to those students participating in HB 44545, after-school tutorials, intervention during the school day, as well as RTI for tier 2 and Tier 3 students. With the effective use of technology, students experienced a deeper understanding of specific content areas.

Also, Professional Learning Communities, student learning reports, and manipulatives are among the many tools Charlton-Pollard has available to ensure the strategies are designed to improve student performance. Charlton-Pollard's PLCs have successfully proven that collaboration among teachers has greatly impacted student success. Partnership with Instruction Partners has grown the knowledge base of our reading and math coach which directly led to more productive and useful PLC's for our teachers.

Charlton-Pollard's revised Professional Learning Communities agendas prove that teacher collaboration will greatly impact student success. Charlton-Pollard conducts Professional Learning Communities to draw upon the knowledge and best practices of experienced and new teachers. The goal is to share classroom management techniques and teaching strategies that promote student engagement and achievement, providing students access to instructional tools that foster a deeper understanding of specific content areas. Curriculum coaches used these meetings to analyze data and unpack the TEKS.

For the past three years, science has been Charlton-Pollard's lowest-performing area, according to the currently utilized data management system, Eduphoria, and district curriculum assessments.

Below is a STAAR four-year comparison for 2018 - 2022 results:

3rd Grade STAAR Results

3rd Grade-Reading				
	2019-2020		2020-2021	2021-2022
Charlton-Pollard		50.56%	37.14%	56.94%
Economic Disadvantage		51.67%	36.54%	55.17%
Asian		100%	50%	0%
African American		53.23%	29.73%	52.17%
Hispanic		36.36%	46.43%	72.73%
Two or More Races		-	50%	100%
White		26.67%	0%	0%
ELL		-	47.83%	52.63%
Special Education		14.29%	33.33%	0%
3rd Grade-Math				

3rd Grade-Reading				
Charlton-Pollard	47%	51.69%	25%	42.25%
Economic Disadvantage	45%	48.33%	26.79%	33.33%
Asian	*	75%	100%	50%
African American	41%	48.39%	22.86%	40%
Hispanic	58%	59.09%	25.93%	45.45%
Two or More Races	-	-	33.33%	100%
White	-	0%	0%	0%
ELL	70%	46.67%	31.82%	36.84%
Special Education	*	14.29%	25%	0%

4th Grade STAAR Results

4th Grade-Reading				
	2018-2019	2019-2020	2020-2021	2021-2022
Charlton-Pollard	45%	56.04%	20.51%	55.71%
Economic Disadvantage	46%	54.93%	16.67%	53.45%
Asian	*	100%	0%	100%
African American	35%	47.54%	16.33%	57.89%
Hispanic	64%	71.43%	26.92%	53.85%
Two or More Races	-	-	100%	33.33%
White	-	-	0%	50%
ELL	81%	45.45%	21.05%	54.05%
Special Education	0%	10%	25%	25%
4th Grade-Math				
Charlton-Pollard	66%	40.66%	22.78%	44.29%
Economic Disadvantage	65%	40.85%	22.95%	46.55%
Asian	*	100%	0%	100%
African American	50%	32.79%	0%	47.37%
Hispanic	100%	53.57%	16.33%	38.46%
Two or More Races	-	-	30.77%	66.67%
White	-	-	100%	0%

4th Grade-Reading				
ELL	100%	36.36%	31.58%	45.45%
Special Education	29%	10%	12.5%	50%

5th Grade STAAR Reading

5th Grade-Reading				
	2018-2019	2019-2020	2020-2021	2021-2022
Charlton-Pollard	73%	68.97%	42.47%	50.6%
Economic Disadvantage	72%	66.67%	41.51%	49.3%
Asian	-	80%	66.67%	100%
African American	68%	60.71%	40%	43.4%
Hispanic	91%	84.62%	43.48%	62.96%
Two or More Races	-	-	50%	100%
White	*	-	-	0%
ELL	86%	69.23%	29.41%	61.9%
Special Education	50%	28.57%	20%	33.33%
5th Grade-Math				
Charlton-Pollard	81%	83.91%	27.4%	48.81%
Economic Disadvantage	81%	79.63%	20.75%	45.83%
Asian	-	100%	100%	0%
African American	76%	75%	15.56%	40.74%
Hispanic	95%	100%	39.13%	66.67%
Two or More Races	-	-	50%	100%
White	*	-	-	0%
ELL	92%	100%	41.18%	61.9%
Special Education	67%	42.86%	20%	44.44%
5th Grade-Science				
Charlton-Pollard	59%	59%	23%	19%
Economic Disadvantage	60%	60%	19%	16.67%
Asian	-	80%	67%	0%
African American	53%	53.37%	20%	14.81%
Hispanic	77%	66.67%	22%	25.93%

5th Grade-Reading				
Two or More Races	-	-	50%	100%
White	*	-	*	0%
ELL	69%	42.86%	24%	14.29%
Special Education	29%	0%		22.22%

'*'   **Indicates results are masked due to small numbers to protect student confidentiality.**

Student Learning Strengths

- All targeted students are identified and offered in-school tutorials and additional support from retired/rehire teachers
- Reading/Math Instructional Coaches
- Extra-curricular participation such as UIL, basketball, choir, Student Council, Stem Club, Cheerleading, and Dance
- Incentive Programs (i.e. Honor Roll, Attendance, Citizenship, and Accelerated Reader)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on EOY STAR 360 2022 Math data, 23% of our 3rd graders are performing in tier 3 urgent intervention. **Root Cause:** Students lack the academic vocabulary and skills to apply operations and procedures.

Problem Statement 2 (Prioritized): Based on EOY STAR 360 2022 Reading data, 36% of our 3rd graders are performing in tier 3 urgent intervention **Root Cause:** Students lack the fundamental reading skills to apply to reading comprehension.

School Processes & Programs

School Processes & Programs Summary

Based on collaboration and planning, the district requires all teachers to utilize the district's online curriculum, which is aligned with the state's TEKS. Data-driven decisions for improvements in instruction are based on state assessments, common formative assessments, and campus walk-through data. Embedded professional development, increased use of online written curriculum, and an analysis of data continue to provide the basis for monitoring accountability progress on the campus of Charlton-Pollard.

Charlton-Pollard will follow the district-mandated curriculum guidelines and plan lessons according to the needs of the students. Weekly PLCs, grade-level meetings, professional development, and faculty meetings are utilized for collaboration and planning. the Lead4ward tools and resources will play an important role in the planning process of the campus. Data from the district's Universal Screeners (Stemscopes, mCLass, CLI), unit assessments, and Interim STAAR assessments are used to drive instruction.

Campus-based instructional and extracurricular programs that enhance academic achievement are listed below.

Coaching and Data-Driven Instructional Methods	Description of the program/activity
Instructional Coach	Promotes reflection provides guidance and structure where needed and focuses on strengths, collaboration, and common issues of concern. They are responsible for enduring high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing quality feedback to teachers.
Foster Grandparents	Foster Grandparents are role models, mentors, and friends to students with exceptional needs. The program is designed to provide teachers with additional support.
Basketball	This program is offered to 4th and 5th-grade students. The program is designed to build self-esteem, collaboration, and school spirit.
U.I.L	The University Interscholastic League offers the most comprehensive literacy and academic competitive program in the nation. These activities complement the academic competitive program in the nation. These activities complement the academic curriculum and are designed to motivate students to acquire higher levels of knowledge.
Scripps Spelling Bee	The Scripps National Spelling Bee is an annual spelling bee held at the campus and district levels.
Choir	This program is designed to showcase the vocal talents of the students.
After School Tutorials	In accordance with House Bill 4545, additional after-school tutorial support is provided to students who did not meet standards or did not test on the STAAR assessment. Students will be provided with additional learning opportunities in the areas of Math and Reading.
Roar	A program that connects community stakeholders with second-grade struggling readers. Volunteers visit the campus and tutor second-grade students in reading.

Coaching and Data-Driven Instructional Methods	Description of the program/activity
STEMSCOPE	STEMSCOPES provides comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth in math and science.
mClass (kindergarten through 2nd grade)	One-on-one assessment that guides instruction with real-time student data.
MyON	A personalized digital library at every student's fingertips. Renaissance myON reader is a student-centered, personalized environment that gives students access to more than 6,000 enhanced digital books.
STAR 360	The most comprehensive Pre-K-12th grade interim and formative assessment suite available. Renaissance STAR 360 delivers a valid, reliable screening. Progress monitoring and student growth data to make informed decisions.
AR (Accelerated Reader)	Accelerated Reader is a computer-based program that schools may use to monitor reading practice and progress. It helps teachers guide kids to books that are on kids' individual reading levels. Kids take short quizzes after reading a book to check for comprehension of what was presented in the text.
CLI (Circle Engage) (pre-kindergarten)	CLI is a progress monitoring tool that enables a teacher to quickly assess a child's progress in a particular skill area. The data collection prompts teachers to focus on lessons that target their students' least developed skills.
Frogstreet 2020	Frog Street Pre-K curriculum is a comprehensive, dual-language program designed to meet the needs of diverse learners while supporting 10 learning domains. This engaging, interactive program celebrates the joy of learning while children travel down the road to success. Come along for the ride.
ABC Mouse	ABCmouse.com Early Learning Academy is a subscription-based digital education program for children ages 2-8. This website was created by Ages of Learning, Inc.
Khan Academy for Kids	Khan Academy Kids is a free, fun, educational program with thousands of activities and books that will inspire a lifetime of learning and discovery for children ages 2-8. The award-winning app is thoughtfully designed by experts in early childhood education to guide young learners on a delightful journey through key skills in math, reading, phonics, writing, and social-emotional development.
Neuhaus Reading Readiness	In reading readiness, participants learn the following: foundational skills that are necessary to become fluent readers and accurate spellers; hands-on, multisensory activities to teach and reinforce these skills; strategies for building instant recognition of words with reliable and unexpected pronunciations; and the importance of explicit and systematic handwriting instruction to spelling and writing.
I-Station	I-Station is a scientific-based program that provides diagnostic and screening assessments for reading, math, and Spanish literacy support. The immediate feedback provides easy-to-understand data that is timely, specific, and constructive.

Coaching and Data-Driven Instructional Methods	Description of the program/activity
Reading Eggspress	Reading Eggspress is designed to build reading, spelling, and comprehension skills for grades 3rd-5th. It has an enormous range of learning resources, lessons, motivational games, e-books, and reporting that together create a unique learning environment.
Imagine Facts (2nd-5th grade)	An online resource that is used to develop effective, efficient, adaptive, and intrinsically rewarding supplemental math activities.
ST Math (kindergarten-1st grade)	Every major math topic has a great number of activities that are embedded into games. This program is aligned with the TEKS.

School Processes & Programs Strengths

- All targeted students are identified and offered in-school tutorials and/or additional support from STAAR Tutors
- Instructional RTI Interventionist
- Dyslexia Interventionist
- ESL Pull-out Specialist, 3 Certified ESL teachers, and 2 certified administrators (Cormier, Young, Pham, Rougau, Hawkins)
- 2 Bilingual Interpreters
- Reading/Math Instructional Coaches
- Retired/Rehire Teachers
- Extra-curricular participation such as UIL, Basketball, Student Council, Cheerleading, Dance, STEM
- Incentive Programs (i.e. Attendance, Honor Roll, Star Students, etc)
- Certified GT Teachers
- School Counselor
- Afterschool Tutorial Program
- In-School Intervention - HB4545
- Parent Facilitator
- Communities In School
- Health-Wellness Coordinator
- Behavior Interventionist

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Ensuring that all resources, materials, and programs from the district and campus-level are implemented with fidelity. **Root Cause:** Monitoring from those responsible for the implementation of the programs needs to be conducted on a weekly basis.

Perceptions

Perceptions Summary

Charlton-Pollard has a united staff comprised of an administrative leadership team; the principal, the assistant principal, a curriculum coordinator/instructional specialist, a counselor, an instructional math coach, and an instructional reading coach. There are 26 classroom teachers, 2 special education teachers, an ESL interventionist, a dyslexia interventionist, a P.E. coach, a Music/Art Teacher, 8 instructional aides, a PEIMS Clerk, a receptionist, an ISS Coordinator, a Para-Librarian, a Secretary, 4 cafeteria workers, a school nurse, 3 custodians, a Communities in Schools representative, a parent facilitator coordinator, and a ROAR Coordinator.

The turnover rate at Charlton Pollard is relatively low. The experience of the staff ranges from 2 teachers with less than 5 years of experience, 5 teachers with 1 - 5 years, 6 teachers with 6 – 10 years, 11 teachers with 11 – 20 years, and 10 teachers with 20 or more years of experience. Approximately 65% of the staff holds a Bachelors degree, 35% holds a Masters and one staff member holds a doctorate degree. Our staff strives to meet the educational needs of our students and community by continuing to acquire additional certifications in ESL, gifted and talented, and EC - 6 Generalist. The campus coordinates with the Human Resource office to attract and hire the best candidates through an annual job fair.

A recent survey concluded that Charlton-Pollard stakeholders (particularly the staff) have an overwhelming confidence level in the school's leadership team. The stakeholders agreed that the school day was appropriate for the academic requirements and that the curriculum and instruction were meeting the needs of the students. The survey also revealed that the climate of the school was conducive to learning and the teachers have rated the highest level possible for quality.

Charlton-Pollard activities that support students' learning/Activities:
• ROAR reading program for 2nd Graders • College and Career Readiness Week • Parent/ Conferences • After School tutorials • Hispanic Stakeholder Meeting • Literacy Night included the ROAR bus as well as reading stations that included published authors. • STAAR Night was geared toward the subjects of math, science, and reading for all grade levels. • AR Celebration allowed those students who reached their yearly goal to attend Urban Air • ExxonMobil Quest for Less • Attendance activities

Charlton-Pollard invites all stakeholders to be active, integral participants in the school culture and climate. As part of our standards, the safety of our school is a top priority. In order to continue to foster the partnerships we have cultivated, we desire to further develop our parent and student interactions to foster stakeholder involvement. The partnership between the parents and school is an integral part of the success, and it is why we strive to be creative in how we address our Parent Nights with added activities and events. Our staff is diligently working to enhance the culture of our campus through means of actively engaging our parents in the school culture.

Campus discipline affects school culture and climate either positively, by correcting undesired behaviors, or negatively, by increasing undesired behaviors. The In-School Suspension program is a campus discipline piece that has been implemented and is facilitated by an ISS Coordinator/Instructional Aide. Multiple sources believe this will be attributed to less frequent misbehavior and fewer incidents reported. This will reduce frequent classroom disruptions during instructional time. For the 2022-2023 school year, Charlton-Pollard and Blanchette will share a behavior intervention specialist who will focus on proactive procedures that will curve behavior.

When positive behavior is emphasized throughout the campus, it will have a positive effect on culture and climate. This will reduce the number of incidents and contribute to maintaining a safe and effective school. Also, positive behavior will create a classroom environment that is conducive to learning.

Perceptions Strengths

- Low teacher turnover rate
- The staff is able to collaborate with colleagues through PLC meetings and grade-level meetings
- Continuous learning opportunities through professional development – Campus and District Strategic Planning Sessions with colleagues and content supervisors
- Observations and feedback are provided through Whetstone Observation
- Community Support
- PTA Support through fundraisers in the fall and spring semesters
- Volunteers (ROAR, PAC Program, PTA)
- Parent Involvement activities that include but are not limited to Daddy and Me Picnic, Breakfast with Beauties, STAAR Family Night, Literacy Night, etc.
- Blackboard Connect Call Out system is used regularly by the campus to inform our parents about pertinent campus information
- Academic & Athletic Competitions
- Teacher recognitions (i.e. Employee of the Month, Perfect Attendance, etc.)
- Student Perfect Attendance Parties
- Student Council awards the campus through fundraisers with various items
- Strong Business and Community support from Exxon-Mobil, First United Methodist Church, Port of Beaumont, Lamar Institute of Technology, and Charlton-Pollard Community Association and Alumni
- Parent-Teacher communication system is in place and teachers are documenting their efforts to keep parents informed.
- Overall, teachers feel the campus is friendly and family-oriented.
- Disciplinary policies and practices are in general proactive because of the CHAMPS curriculum.
- Effective procedures are in place to promote safety. Both students and staff feel that they are safe. Fire drills, lock-down drills, dismissal procedures, a security officer on campus, staff duty posts, and a new security protocol are all examples of safety promotions being done.
- Campus activities promote widespread student participation and they are inclusive. All students are encouraged to participate in and attend all school functions (i.e. Trunk-Or-Treat, Pep Rallies, and programs/presentations)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Over 29% of our student's parents are fluent in Spanish, therefore information needs to be communicated in their native language.   **Root Cause:** When communication is only delivered in English, it creates a language barrier that causes comprehension problems to occur of what is being communicated from the campus.

Priority Problem Statements

Problem Statement 1: Based on EOY STAR 360 2022 Math data, 23% of our 3rd graders are performing in tier 3 urgent intervention.

Root Cause 1: Students lack the academic vocabulary and skills to apply operations and procedures.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on EOY STAR 360 2022 Reading data, 36% of our 3rd graders are performing in tier 3 urgent intervention

Root Cause 2: Students lack the fundamental reading skills to apply to reading comprehension.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 24% to 55% by June 2025.

HB3 Goal

Evaluation Data Sources: Current STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Implement effective instructional strategies to meet the needs of all learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student academic performance will increase on district benchmarks and state assessments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches and Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Create a data room to monitor student performance and provide teachers with a collaborative learning environment to conduct PLCs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to visually track relevant data to increase student performance. PLCs will be consistent and conducted with fidelity.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches and Specialist. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Utilize retired teachers to provide reading intervention for Tier 2 and Tier 3 students.	Formative			Summative
Strategy's Expected Result/Impact: increase student performance in the area of reading comprehension **Staff Responsible for Monitoring:** Instructional Coach, Reading Coach	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement HB 1416 guidelines for acceleration and intervention for those students not successful on the STAAR test for current 4th and 5th-grade students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will perform at grade level or above on state assessments and district benchmarks. **Staff Responsible for Monitoring:** all staff including administrators, teachers, para educators				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 2: The percentage of Kindergarten students meeting grade-level criteria on the mClass assessment in Reading will increase from 53% to 65% by May 2025.

    Evaluation Data Sources: MClass (BOY, MOY and EOY progress monitoring)

Strategy 1 Details	Reviews			

Strategy 1: Provide manipulatives, readers, and online resources for all students to address various learning styles to be utilized in small group instruction and for intervention.
    Strategy's Expected Result/Impact: Increase in the percentage of mastery on the mClass assessment in Reading
    Staff Responsible for Monitoring: Reading Coach, Instructional Coach
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			

Strategy 2: Analyze schedules for the maximum learning opportunities. Effective use of the lesson cycle utilizing time stamping.
    Strategy's Expected Result/Impact: Coaching and feedback provided by campus leaders that will include action steps and follow up.
    Staff Responsible for Monitoring: classroom teachers, principal, assistant principal, instructional coach, reading coach
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

    0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 3: The percentage of 1st-grade students meeting grade-level criteria on the mClass assessment will increase from 54% to 70% by May 2024.

    Evaluation Data Sources: MClass (BOY, MOY, EOY progress monitoring)

Strategy 1 Details			Reviews		
Strategy 1: Small group instruction need to be implemented during instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Productive staff development modeling small group instruction (perhaps facilitated by the instructional coaches and teacher leaders)		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: principal, assistant principal, reading coach, instructional coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 4: The percentage of 2nd Grade Students meeting grade-level criteria on the mClass assessment will increase from 29% to 50% by May 2024.

    Evaluation Data Sources: MClass (BOY, MOY, EOY progress monitoring)

Strategy 1 Details		Reviews		
Strategy 1: Intervention provided by the ROAR volunteers (small group instruction for Tier 2 and Tier 3 students)		**Formative**		**Summative**
Strategy's Expected Result/Impact: weekly small group instruction to build vocabulary and increase fluency and comprehension **Staff Responsible for Monitoring:** principal, assistant principal, reading coach, instructional coach, and ROAR coordinator **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 50% by June 2025.

Performance Objective 1: The percentage of 3rd-grade students will increase their MEETS grade-level performance on STAAR Math by 15%, from 22% to 37% by 2025.

> **HB3 Goal**

> **Evaluation Data Sources:** STAAR 2025

Strategy 1 Details	Reviews			
Strategy 1: Students will receive intensive intervention in Math from multiple sources including but not limited to digital resources from technology interventionist , small group instruction and differentiated strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will increase their performance level on district benchmarks and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Instructional Specialist and Technology Interventionist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 50% by June 2025.

Performance Objective 2: The percentage of 2nd-grade students meeting grade level criteria on the district Math assessment will increase from 79% to 85% by May 2025.

    Evaluation Data Sources: District Benchmark Assessments

Strategy 1 Details	Reviews			
Strategy 1: The teacher will analyze data to spiral instruction to go over those standards that have been taught but is being reviewed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: review district assessments **Staff Responsible for Monitoring:** classroom teachers, curriculum coaches, and administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 50% by June 2025.

Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 50% by August 2025.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36% to 60% by August 2025.

Goal 4: Beaumont ISD will improve its perception in the community, as indicated by its annual net promoter survey score.

Performance Objective 1: By May 2024, Charlton-Pollard will increase the number of parent engagement activities from 8 to 12.

    Evaluation Data Sources: Feedback from students and staff members through a survey.

Strategy 1 Details		Reviews		

Strategy 1: Charlton -Pollard will have at least one event a month to inform parents of the resources offered to them such as Parent Self-Serve and resources offered to students that they can work on while at home.
    Strategy's Expected Result/Impact: parent survey
    Staff Responsible for Monitoring: Administrators and Parent Liasion
 	
    Title I:
    4.1, 4.2
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: The district will increase the percentage of students in A or B-rated schools from 34% to 50% by August 2025.

Performance Objective 1: By June 2025, student attendance will increase from 92% to 97%.

High Priority

Evaluation Data Sources: Weekly/Daily Attendance reports, monitoring the excessive absences reports

Strategy 1 Details	Reviews			
Strategy 1: Provide 9-week incentives for students to recognize students with perfect attendance for the week. Also, recognize students every nine weeks with an incentive for having perfect attendance for the nine weeks (i.e. food coupons, treats, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Tangible treats and incentives will motivate students to come to school and only miss school when necessary.
     Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS Clerk
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of current district Instructional Playbook focusing on Lesson Cycle/Internalization, Aggressive monitoring/Feedback, Small Group Instruction, and Student Discourse/questioning, along with monthly training opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Attendance will increase if students are aware that they will be provided incentives if their attendance is good.
     Staff Responsible for Monitoring: PEIMS clerk, principal, Assistant Principal, Counselor, and attendance committee.
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - **Targeted Support Strategy**				

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Goal 5: The district will increase the percentage of students in A or B-rated schools from 34% to 50% by August 2025.

Performance Objective 2: By June 2025, Charlton-Pollard Elementary will increase its campus rating by at least one letter grade.

Evaluation Data Sources: Summit K-12 program
Teacher-student evaluation using the TELPAS PLDs
TELPAS Reading release test

Strategy 1 Details	Reviews			
Strategy 1: Monitoring students' progress on the program Summit K-12 weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate growth in the areas of reading.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers, and ESL teacher **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for Charlton Pollard Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Charlton Pollard Elementary

Name	Position	FTE
Artis Jones	Teacher	1
Fanta Mosley	Teacher	1
Janet Jones	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Belinda Taylor	Principal		1.0
Breanna Allison	Title I Aide	Title IA	1.0
Judy Pham	Instructional Reading Coach	Title	1.0
Keosha Phillips	Teacher		
Pamela Young	Instructional Math Coach	Title	1.0
Rose Johnson	Title I Instructional Aide	Title IA	1.0
Yvonne Hill	Title IA Instructional Aide	Title IA	1.0

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	6/20/2023	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	3/19/2024	D'Lana Barbay	10/30/2024

Addendums

Charlton-Pollard Elementary Title I Part A Budget

Account Number	Account Name	Amended Budget
211.11.6129.00.130.30.000	Salaries - Support Personnel	41,076
211.11.6137.00.130.30.000	$200 - Special Pay	1,000
211.11.6141.00.130.30.000	Social Security/Medicare	596
211.11.6142.00.130.30.000	Group Health & Life Insurance	5,520
211.11.6143.00.130.30.000	Workers Compensation	150
211.11.6146.00.130.30.000	Teacher Retirement/TRS Care	4,519
211.11.6269.00.130.30.863	Rentals - Operating Leases	9,150
211.11.6399.00.130.30.000	General Supplies	5,356
211.11.6399.00.130.30.SUP	General Supplies	38,285
211.21.6119.00.130.30.000	Salaries - Teachers & Oth Prof	56,636
211.21.6137.00.130.30.000	$200 - Special Pay	500
211.21.6141.00.130.30.000	Social Security/Medicare	822
211.21.6142.00.130.30.000	Group Health & Life Insurance	5,520
211.21.6143.00.130.30.000	Workers Compensation	207
211.21.6146.00.130.30.000	Teacher Retirement/TRS Care	5,381
211.61.6129.00.130.30.290	Salaries - Support Personnel	4,618
211.61.6137.00.130.30.290		125
211.61.6141.00.130.30.290	Social Security/Medicare	67
211.61.6143.00.130.30.290	Workers Compensation	17
211.61.6146.00.130.30.000	Teacher Retirement/TRS Care	508
		$ 180,053.00